

going to cost money from somewhere, yet the Democrats and the President have promised, they have guaranteed the elderly, and I happen to be one that collects Social Security, they guaranteed us that they are going to protect Social Security come hell or high water. They are going to take care and make sure that it is untouched. Yet, just in the education programs alone, they have to be spending billions and billions of dollars that we do not have.

So where do they get the money? The money obviously has to come from the surplus. There is, everybody knows, no surplus. It belongs to Social Security, so anything we do is basically Social Security money being used by the Democrats to fund their favorite dream.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Tennessee (Mr. GORDON) is recognized for 5 minutes.

(Mr. GORDON addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

#### PARTISAN DIALOGUE ON EDUCATION NO LONGER HOLDS THE TRUTH

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Arizona (Mr. SHADEGG) is recognized for 5 minutes.

Mr. SHADEGG. Mr. Speaker, we are all aware this is a Sunday afternoon. As one of my colleagues noted earlier, we would rather be somewhere other than here. I, for one, would like to be home with my family, and with my children. I would have liked to have been there last night, when he played goalie for his soccer team for 2 games in a row, because the other goalie was out sick or had an obligation. But instead, we are in Washington, D.C. working on the Nation's business.

I noted with interest the President's speech yesterday. The Nation's business at this point is finalizing our budget process and coming to agreement. Yesterday we held a little press conference out on the steps of the Capitol. We called on the President to join us, to join us in resolving our differences in getting the Federal Government funded for the next year and to move on with the Nation's business. Unfortunately, we have not been able to achieve that because there is disagreement.

We should not set aside our principles. We disagree legitimately on the scope and role of the Federal Government. We believe that we need a smaller Federal Government. The other side believes we need a larger Federal Government. We believe we need more local control. The other side believes we should federalize almost all of the issues.

We have reached a point, though, where we must find a common middle ground. The President has decided that

we cannot reach that middle ground because, he says, the Republicans are failing to pass his education initiative.

It really is sad that the dialogue in this country becomes partisan and no longer holds the truth. In this case, the Republican record on education is one that the Nation should be proud of, and one that the President actually, I believe, supports and has supported.

In the 105th Congress, in this Congress, this Congress has sent the President seven different measures which he has enacted and signed into law: The Higher Education Act, the Special Education Fund, the WorkForce Investment Act, the Loan Forgiveness for New Teachers Act, the Quality Teaching Grants Act, The Emergency Student Loans Act, and The Prohibition on Federal Tests Act.

We also have seven additional bills waiting for the President's signature: school nutrition, charter schools, quality Head Start, vocational education, Community Service Block Grants, \$500 million plus for special education, and the Reading Excellence Act. This is a record of which every single American should be proud, a record of the Congress doing its job to fund education.

Yet, I was saddened to hear in the President's radio address yesterday this issue made partisan. The President, it seems, wants his ideas imposed on education. What does he want specifically? Number one, he wants national testing. Number two, he wants new teachers, 100,000 new teachers, but he does not want them hired under Title I, the existing Federal program that funds the hiring of teachers.

He wants them in a new program, the Bill Clinton new teachers program, and he wants 5,000 new classrooms. He wants those in the Bill Clinton New Federal Teacher Construction Classroom Act, so that he can have his name on it. That is what this issue is about.

Yet, let us look at the record, because the record is one in which Republicans have an excellent record on education, and in which the history of education is actually quite sad for the Federal Government in total and for the Democrat Congress in particular.

Let me talk specifically about the issue of special education. We all understand special education. We understand the IDEA Act. We have talked about it. I recall very distinctly standing on this floor last year and fighting for more funds for IDEA, for funding for children with special education needs.

Let us talk about why I was fighting for that, where this Congress stands and where this country is, and why what the President says he wants is not what this Congress did under Democrat leadership, and is not what this Congress is even doing now when we are trying to get funds into special education.

Let me make this very clear. Current Federal law, passed under a Democrat Congress, says that 40 percent of the cost of educating, that is, the increased

cost of educating a special education child, a child with special needs, 40 percent of that cost is supposed to be borne by the Federal Government. The remaining 60 percent is supposed to be picked up by the State and local governments; 40 percent Federal, 60 percent State and local.

That is what the law says, in theory, passed by the Democrat Congress and Congresses before the 104th Congress. But what is the reality? The reality is that when the Republicans took control of this Congress, only 6 percent was being funded by the Federal Government. Now we have moved that up to 12 percent, but we are falling millions of dollars short. This list shows how many millions. We are falling short in Los Angeles Unified District by \$60 million every single year.

Mr. Speaker, I urge my colleagues, if we will fund IDEA, the districts can take care of their own education needs without passing the President's Federalization initiative.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Ms. LOFGREN) is recognized for 5 minutes.

(Ms. LOFGREN addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Georgia (Mr. LEWIS) is recognized for 5 minutes.

(Mr. LEWIS of Georgia addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Texas (Mr. GREEN) is recognized for 5 minutes.

(Mr. GREEN addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Washington (Mr. DICKS) is recognized for 5 minutes.

(Mr. DICKS addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

#### CONGRESS ACHIEVES LITTLE, WHILE EDUCATION NEEDS IN AMERICA ARE GREAT

The SPEAKER pro tempore. Under the Speaker's announced policy of January 7, 1997, the gentlewoman from Connecticut (Ms. DELAURO) is recognized for 60 minutes as the designee of the minority leader.

Ms. DELAURO. Mr. Speaker, let me just make one comment, to start off with. First of all, let me just thank my colleagues who are here this late afternoon on a Sunday. There has been a lot said on the other side of the aisle about wanting to be home with family, and